

learning experience with a multitude of resources often not found in smaller private schools or a home schooling environment. Those children will likely, and should, continue in their current schools even if vouchers are available.

But for many disadvantaged youth trapped in inner-city schools overrun with drugs and violence, the ability to have a choice would, with absolute certainty, greatly improve their ability to learn.

And for children with special needs or talents, the ability to choose both public and private alternate schools, or home schooling, would allow them to progress far beyond the level of our "one-size-fits-all" current policy.

All this is representative of just how distorted the debate over education has become. Instead of focusing on improving our children's learning levels, success is measured by programs and dollars spent, and by squashing reforms that threaten the monopoly held by powerful special interest groups. It's a debate that I hope changes this year.

Mr. Speaker, we need to shift the focus of Federal education policy back to parents, communities, and States—in that order. We need to encourage reform efforts like school choice. And most importantly, we hope that when our efforts are done, children will begin to learn again in even the poorest and most disadvantaged school districts.

Meanwhile, both the President and the Vice President continue to send their children to private schools instead of the District of Columbia public school system, in spite of denying that same choice for thousands of poor children in the same city.

But Mr. Speaker, we need to be willing to look beyond the issue of just school choice, and into what our States and communities can accomplish if we return real educational freedom to this land. For the last 30 years, we have seen our educational system decline, to a point that many Americans are losing hope that their children will have a future. But if we are just willing to cast aside the political blinders, we will find that we have an unlimited opportunity to bring real improvement to our Nation's schools.

For the last year the House Economic and Educational Opportunities Committee has been trying to determine just how much, and where, the Federal government has been spending on education. What we have discovered is beyond belief.

Last year, 39 separate agencies of the Federal Government were allocated over \$120 billion for at least 763 education programs. And the nonpartisan Congressional Research Service told us they believe there are probably several hundred more programs that they have yet to find.

And what are some of the things that we are spending this educational money on today?

\$3 million for the Intergovernmental Climate Program.

\$1 billion for the Labor Department's Job Corps Training Programs.

\$204 million for Clinton's Americorps volunteer program that is costing us nearly \$30,000 a year per volunteer.

Another \$42 million for Volunteers in Service in America.

\$71 million for the Foster Grandparent Program.

\$10 million for the Inexpensive Book Distribution Program—which is an oxymoron if one ever existed.

\$48 million for the National Center of Education Statistics.

\$8 million for the National Education Dissemination System.

\$311 million for bilingual and immigrant education.

\$86 million for Educational Research and Development.

\$1 million for the Institute of International Public Policy.

\$16 million for National AIDS Education and Training Centers.

\$180 million for Family Planning Services.

\$18 million for overseas schools and colleges.

And this is just the tip of the iceberg. Now, to be sure, there are some very worthwhile expenditures included in the totals, such as funding for our Nation's military academies, along with research grants to colleges and universities from which we derive direct benefits in many areas of our lives.

But imagine what we could do to improve our children's education if we returned this fortune to our local schools.

If my home State of Georgia's share is calculated on the same percentage as the formula agreed on for Medicaid funding by the Nation's 50 governors, including Georgia's Democratic Governor Zell Miller for my friends on the other side of the aisle, this comes to an astounding \$3.16 billion a year in education money for Georgia. And I believe my colleagues from both parties will find the following amazing scenario would ring true for their States as well as Georgia.

Bill Alred, statistical analyst for the Georgia Department of Education in Atlanta, says Georgia school systems spend a grand total of \$5.3 billion on grades Pre-K through 12 in fiscal year 1994, the last year for which full statistics are available. If we kept the money at home instead of sending it to Washington, we could cover nearly 60 percent of the total cost of elementary and secondary education in Georgia.

Even more astounding is the impact the Federal spending could have on our Georgia colleges and universities. Roger Mosshard, assistant vice chancellor of budgets with the Georgia State Board of Regents, says Georgia's university system took in around \$2.5 billion last year from all sources, including tuition fees; payments for room and books; Federal, State, and private grants; and direct funding.

If we kept the Federal spending at home, Georgia could fund its entire university system with over \$500 million to spare, and I think that many of you would find the same true in your State.

That would mean free college for every child who can pass the courses, not just as undergraduates, but through the doctoral level including medical and law school. And not just tuition, but dormitories and meals, rooms, books, lab fees, research, field trips, everything. And this absolutely revolutionary, quantum leap forward, could be funded with what we are already spending.

Now take a long hard look at that list of where that money goes now. Comparing the options, which do you think will help our children best prepare for a global, high technology economy in the 21st century?

I implore my friends on both sides of the aisle to stand up against the special interests, face the future with courage and an open mind instead of fear, and join the fight to bring our schools out of the failed ways of the past, and into a future that is limited only by our ability to see it.

Mr. Speaker, it's time to make education be about our children again—instead of just about supporting bureaucracy.

LEAVE OF ABSENCE

By unanimous consent, leave of absence was granted to:

Mr. FIELDS of Louisiana (at the request of Mr. GEPHARDT) for today, on account of official business.

Mr. HALL of Ohio (at the request of Mr. GEPHARDT) for today, on account of a death in the family.

Mr. ENSIGN (at the request of Mr. ARMEY) for today, on account of personal reasons.

Mr. FLANAGAN (at the request of Mr. ARMEY) for today, on account of attending funerals.

SPECIAL ORDERS GRANTED

By unanimous consent, permission to address the House, following the legislative program and any special orders heretofore entered, was granted to:

(The following Members (at the request of Ms. ROYBAL-ALLARD) to revise and extend their remarks and include extraneous material:)

Ms. DELAURO, for 5 minutes, today.

Ms. ROYBAL-ALLARD, for 5 minutes, today.

Mr. WISE, for 5 minutes, today.

Mr. PALLONE, for 5 minutes, today.

(The following Members (at the request of Mr. ROHRBACHER) to revise and extend their remarks and include extraneous material:)

Mr. WOLF, for 5 minutes, today.

Mr. BURTON, for 5 minutes, today.

Mr. ROHRBACHER, for 5 minutes, today.

Mr. HOKE, for 5 minutes, today.

(The following Member (at his own request) to revise and extend his remarks and include extraneous material:)

Mr. RIGGS, for 5 minutes, today.